



Richard Wakefield CE Primary Academy

Pupil Premium Strategy Report 2017/2018

Introduction –

Our pupil premium funding is used to provide additional educational support to improve progress and to raise the standard of achievement for pupils who are, or who have ever been, registered as eligible for Free School Meals. A premium is also available for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium Plus has also been introduced for adopted children and those on special guardianship. The funding is used to narrow and close the gap between the achievement of these pupils and their peers.

Wherever possible and working within the powers given, a school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. As a school we work hard to ensure that the additional funding makes a significant impact on their education and lives.

Review of Pupil Premium 2017/2018

Allocation; April 2017 – April 2018 - £56,590

2016 – 2017	
Funding stream	Amount
FSM	£54,120
LAC	£2,470
Service Premium	-
Total income	£56,590

Breakdown of Pupil Premium pupils at school

2016 - 2017- as at September 2016								
	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Male	3	2	1	2	0	7	2	17
Female	3	0	0	4	5	2	8	22
Total	6	2	1	6	5	9	10	39

How the funding was spent (2017 – 2018)

Areas identified

Barriers to future attainment (for pupils eligible for PP across the school, including high ability)
In-school barriers (issues to be addressed in school)
Poor levels of prior attainment for pupils in Y6 – KS1 outcomes across all subjects
Children eligible for pp often entering reception with speech and language issues which present barriers to learning
Parental support with home learning for many pupils eligible for PP lacking
External Barriers (issues which also require action outside of school)
Attendance levels for some pp pupils
Emotional resilience of many pupils eligible for PP weak due to home circumstances and issues

Actions taken

Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	Nature of support
A.	Children across school, but with a focus in Year 6, make more than expected progress from end of KS1 to end of KS2.	Schools tracking progress and end of year 6 national tests to show that interventions given to pupils eligible for PP have accelerated progress and closed the gaps to national expectations.	<ul style="list-style-type: none"> - Targeted support from skilled teachers to provide smaller teaching groups and smaller set support for core subjects. - Additional support from teaching assistants in the classroom. - Small group precision tuition by teaching assistants and additional teachers for focussed intervention groups – targeted at phonics, spellings, reading, writing and mathematics skills. Steps and processes in place to measure impact.
B.	Early intervention in reception and KS1 to improve both oral language and levels of intervention.	Pupils eligible for PP make accelerated progress to reach expected standards by the end of EYFS.	<ul style="list-style-type: none"> - More directed use of speech links intervention programme across school with SLT member line managing delivery and measuring impact. - Training teaching assistants in Early years and KS1 to deliver small group intervention programmes at times under the direction.
C.	Parents are more inclined and more able to support their child with their learning at home.	Pupils eligible for PP make above average progress due to engagement with home school learning. Parents feel more equipped to support their children with home learning activities.	<ul style="list-style-type: none"> - Develop further the interactive processes on the website to enable easier and more effective home school links. - Continue the programme of family learning in all year groups. - Continue to develop the precision of homework provision and use a variety of approaches to engage different groups.
D.	Above average attendance levels for pp pupils	Overall PP attendance improves to school average of 96% Reduce the number of below 90% absentees amongst PP children to 0 working with attendance officer	<ul style="list-style-type: none"> - Monthly meetings with the Education Welfare Officer monitoring attendance levels in all years. - Late gate monitoring visits by attendance officer. - Targeted attendance clinics to work with individual cases.
E.	Improved emotional resilience amongst PP children	Increase capacity of Hope support to 2 members of staff. Ensure regular timetabled time set out for the children to meet with staff and address issues. Pupils eligible for PP to have a greater resilience to issues arising in school.	<ul style="list-style-type: none"> - Extra member of staff to be trained up as HOPE worker to provide support to more pupils on a more regular basis across school. - Focussed activities around key groups focussing on specific issues relating to the children. - Specific CAMHs supported targeted at key children.

Impact – progress and attainment

By the end of Year R – EYFS data

Reception	Number of children	Emerging	Expected	Exceeding	GLD (good level of development)
Reading	6	3	3	0	
Writing	6	3	3	0	
Number	6	2	4	0	

1/3 of PP children started year on SEN register

Year 1 and 2 Phonics

Year 1	Number achieving standard	% score	% pupil premium achieving standard - (2 children)
30 children	28	93%	100%
Year 2 retakes	Number achieving standard	% score	% pupil premium achieving standard - (0 child)
4 children	2	50%	0%
Overall – by end of year 2	Number achieving standard	% score	% pupil premium achieving standard - (1 child)
32 children	30	94%	100%

By the end of Year 2 – End of KS1 data

Year 2	Number of children	Working towards	At expected standard	At greater depth
Reading	1	0	1	0
Writing	1	0	1	0
Mathematics	1	0	1	0

By the end of Year 6 – End of KS2 data

Year 6	Number of children	Working towards	At expected standard	At greater depth
Reading	10	4	3	3
Writing	10	5	3	2
Mathematics	10	3	7	0
GPS	10	4	4	2

Progress data not yet in but by our own calculations progress for these pupils is overall good. Updates will be added once data officially in.

All year groups Pupil Premium end of year assessment levels

The tables below show the number of children who are working at the different levels in their year group.

Beginning – starting to achieve expectation in their year group

Within – meeting the standards expected for that year group

Secure – showing a full and complete understanding of the expectations for that year group.

Reading	Number of children	Beginning	Within	Secure	Progress Expected
Y1	2	50%	50%	0%	100%
Y3	6	33%	33%	33%	100%
Y4	5	60%	40%	0%	60%
Y5	9	22%	22%	56%	78%

Writing	Number of children	Beginning	Within	Secure	Progress Expected
Y1	2	50%	50%	0%	100%
Y3	6	50%	33%	17%	100%
Y4	5	60%	20%	20%	60%
Y5	9	44%	0%	56%	78%

Mathematics	Number of children	Beginning	Within	Secure	Progress Expected
Y1	2	50%	0%	50%	100%
Y3	6	33%	0%	66%	100%
Y4	5	60%	20%	20%	60%
Y5	9	33%	33%	33%	78%

Although small numbers of PP children in some year groups make statistical comparisons difficult the progress of these individuals has been good. Where there are large groups still at the beginning of age expectations there are a significant proportion of SEND pupils with individual interventions set up. Below expected progress is for SEN pupils who have individual plans.